DOCUMENT RESUME

ED 217 601 EC 142 484

AUTHOR Toole, Amy L.; And Others
TITLE Parent Activity Catalog. Preschool Program: A Regional Demonstration Program for Preschool Handicapped Children.
INSTITUTION Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE Sep 80
GRANT G007800198
NOTE 25p.; For related documents, see EC 142 478-487.
AVAILABLE FROM Putnam/Northern Westchester BOCES, Preschool Program, French Hill School, Baldwin Rd., Yorktown Heights, NY 10598 ($1.00).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Art Activities; Cognitive Development; *Disabilities; Games; *Group Activities; *Individual Activities; Language Acquisition; Motor Development; *Parent Participation; Preschool Education; *Volunteers

ABSTRACT

One of 10 documents developed for preschool programs for handicapped children, the parent activity catalog is a selection of activities suitable for parent volunteers to do with preschool children in a nursery school setting and is intended to supplement the Parent Volunteer System Manual which describes ways to utilize parents in the classroom. Activities for one or two children are listed in order of development from age 1 to 5. Up to 30 activities are briefly stated for the following categories: cognitive and language, fine motor and art, and gross motor. Games and group activities to reinforce concepts learned are listed separately. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217601

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PARENT ACTIVITY CATALOG

Preschool Program: A Regional Demonstration Program for Preschool Handicapped Children

Amy L. Toole
Ellen Boehm
Carol S. Eagen

Edited by Kennith Goin
Illustrations by Nancy Creegan

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Kathleen Petisi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester
Yorktown Heights, New York 10593
September 1980

EC142484

This work was developed under Grant No. G007800198 from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. However, the content does not necessarily reflect the position or policy of BEH/USOE/HEW; and no official endorsement of these materials should be inferred.

INSTRUCTIONS FOR USING THE PARENT ACTIVITY CATALOG

This Parent Activity Catalog is a selection of activities suitable for parent volunteers to do with preschool children in a nursery school setting. It was developed as a supplement to the Parent Volunteer System Manual, which describes a system for utilizing parents effectively in a classroom.

All activities are listed in order of development, from age one to five. The activities listed in the gross motor, fine motor and cognitive sections are meant for a one-to-one, or two-to-one ratio.

The volunteer might be assigned to do one of these activities with every child on a rotating basis. Games and art projects to reinforce basic skills have been included in a separate section of the catalog for those times when volunteers are to work with a small group of children.

Many of the activities are broken down to their simplest form and suggestions of how to continue the task once the child has mastered the basic concept are listed at the end of the activity.

The activities in each section should and can be repeated many times in order to be sure the concept taught has been thoroughly learned.

Materials needed to accomplish each activity are underlined. It is suggested that materials used frequently by parent volunteers, such as crayons, balls, tape, stickers, paper, etc., be put in a clearly marked box in a designated location.

Teachers can then add the special item for the day to the box. This way volunteers will know just what and where to look for items for the day.

Teachers should select one or more activities for the parent volunteer to do with the children. They should then copy the activitiy onto a card or list it by number for the volunteer to look up and read in the catalog. Keep the catalog in a convenient location for the use of volunteers.

It is most important to remind volunteers to be generous with their praise when children are working with them, making sure that it is a positive experience for all who are involved.

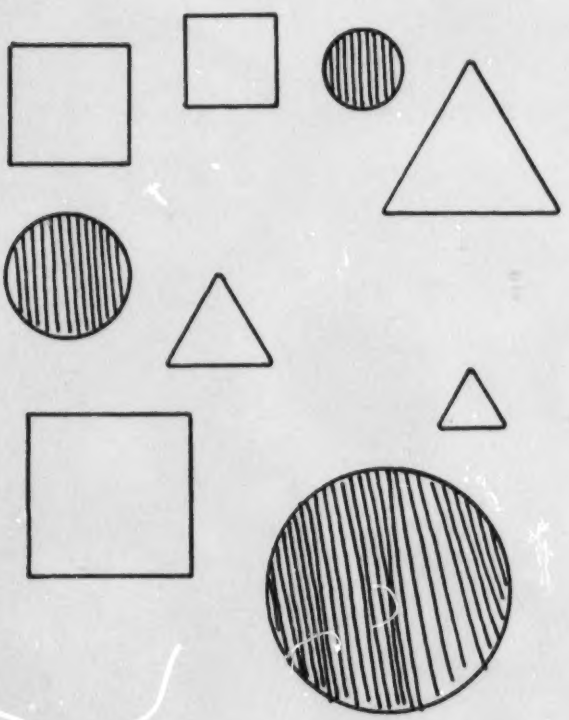
Cognitive and Language

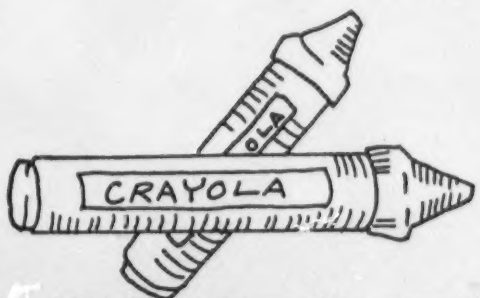
1. Have children point to different parts of their bodies as you name them; for example, put your hand on your head, ear, nose.

2. Child tells you to point to different parts of your body and you do it. Make mistake sometimes to see if he or she notices.

3. Find several objects making sure that you have two of the same kind; for example, two yellow crayons or two blocks. Put one set of objects in front of child, you keep the other. Hold up one object and ask the child to find one just like it from the set in front of him.

4. Have a set of big and little squares, triangles and circles. Put them next to each other; for example, big and little square, big and little circle, big and little triangle. Ask child to point to one big square, one little circle, and so on until you have covered all possibilities. You may change activity and ask child to pick a certain shape like a small square.





5. Show child five common pictures such as a dog, spoon, shoe, etc. Ask the child, "What's this?" and have him/her answer it.

6. Take two sets of crayons. Give the child one set and you keep the other. Pull out one crayon from your box at a time and ask the child to find one just like it.

7. Take a pegboard and a set of colored pegs. Hold up one peg and ask the child to put a peg in the board that is like yours. Keep up activity changing the colors.

8. Take a pegboard and in the first hole put a colored peg such as a blue one. Then ask child to finish the row with all the same color across. Then use another color and do the same.

9. Take a box and a block and ask the child to put the block in the box, on the box, under the box. Then you can repeat the activity using a chair, table, and so on.

10. Take a nesting toy or four tin cans that fit into each other. Line them up not in the right order in front of the child. Ask him/her to fit them into each other so they all fit. Do not help if the child has trouble but give him/her a chance to try to figure it out. Use more if child is able to.

11. Take a box of beads and have the child make a necklace from just red beads. Keep saying "This is a red bead" as he/she puts each bead on the string. Do activity using other colors or two colors (e.g. one red, one blue).

12. Take a pegboard and box of assorted colors and ask child to find only the red pegs and put them in the pegboard.

13. Using stacking rings, ask the child to put rings on a stick starting with the biggest; then go the other way.

14. Take six one-inch cubes and have the child make a tower by putting one on top of the other.

15. Take three one-inch cubes and have the child make a bridge by placing two cubes next to each other with a space in between and one cube on top of the space.

16. Hold picture cards in your hand. In one motion, show the top card to the child and then place it face down. Ask the child, "What did you see?" Continue with about ten cards. Repeat this activity if the child is not restless.

17. Place several objects into a paper bag. Show the child what you are putting in the bag; for example, crayon, coin, paper clip, small cube, peg. Then ask the child to reach into the bag and get the specific object you ask for without looking. Let child feel each object before dropping in the bag.

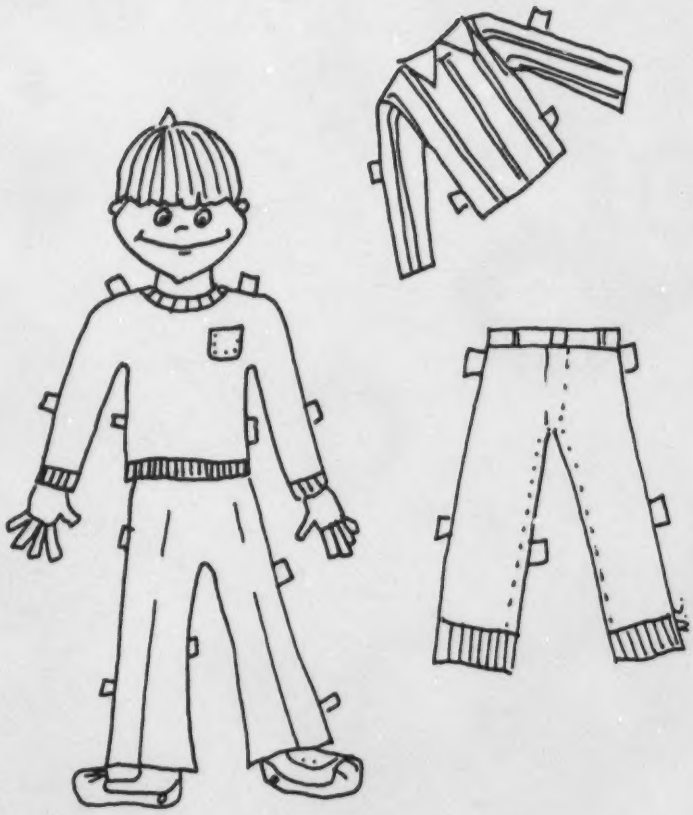
18. Using a boy and girl paper doll cut-out book, ask the child to find the boy, then the girl. Then give him/her clothing one at a time and ask, "Is this for the boy or girl?" Place the clothes on the right doll.

19. Take a box of blocks or pegs and pegboard and ask the child for two cubes, one cube, three cubes or pegs. Ask the child to put up one finger, three fingers, two fingers.

20. Ask the child to put three plates on a table. Ask how many cups are needed if each plate gets a cup. Tell him/her to get them. Then do the same with either napkins, spoons, or forks. Repeat same method using only two.

21. Take objects such as a penny, pencil, shoe or spoon and ask the child to tell you what to do with each one.

22. Use a drum or clap your hands in either a pattern or for a certain number of times. Ask the child to repeat what you did exactly. If he/she cannot do it, make it simpler or repeat it. You can clap fast and slow to vary it.



23. Take one shape at a time - circle, square, triangle. Show it to the child and ask, "What is it?" Then put many of the same kind of blocks on the table and ask him/her to pick out all the squares and so on.

24. With child's help, collect pictures from a magazine and paste them onto index cards. Look for animals, fruits, vegetables, clothing, toys. Then have the child sort them into appropriate categories.

25. Using different colored one-inch cubes, make a pattern by placing the yellow on bottom, them green, then orange, then blue. Ask the child to find the same blocks in a carton and make a design to look like yours. Make it more simple (only two blocks) for the child who is young or more complicated for the older child.

26. Put numbers 1-5 on index cards. Each card has one number. Give the cards all mixed up to the child and ask him/her to put them into the right order.

27. Put numbers 1-5 on index cards. Each card has one number. Place them on the table and ask the child to put the right amount of chips, blocks, buttons or any other item on the card; for example, card with number 4 on it would have four buttons.

28. Take a die and have the child roll it. The number of dots is the number of items, chips, buttons, to be picked up.

29. Take a hula hoop or make a circle on the floor out of wool or string. Have the child stand on the circle, in the circle, next to the circle, walk around outside of the circle, and around inside of the circle. Stand in the middle of the circle.

30. Take three objects, such as a spoon, crayon and a cube; ask the child to look at them. Then have the child close eyes while you take one of the items away. The child may open eyes afterward and name which item you took away. If it is easy for the child, add another item or two to the objects.

Fine Motor and Art

1. Ask child with one-inch cubes to build a tower of two blocks. If he/she can do this, continue with three all the way to six.

2. Ask child to put four rings on a peg and then remove them. Older children can use more beads and smaller holes.

3. Take three or four large-eyed beads and have child string them. Older children can use more beads and smaller holes.

4. Using play dough or clay, ask the child to pound, squeeze and pull the clay while you work with him/her.

5. Using the whole hand, give the child a food baster of clear plastic and a bulb on top. Ask him/her to squeeze water from a bowl into a plastic cup. When child can do this well, you can switch to a medicine dropper.

6. Take a flour sifter and sand and ask the child to sift sand into a sand pail and fill it up.

7. Using plastic jars with screw tops in various sizes, ask the child to find the right top for each jar and then screw it on. After he/she finished, ask him/her to screw the tops off again.

8. Take a set of 3 nuts and bolts (large ones for beginners) and ask the child to screw them together. Use more and smaller ones as children get better at it.

9. Take a measuring cup with a spout or pitcher and a bowl of rice. Have the child fill the measuring cup and then pour rice into the bowl. As the child gets better at pouring, do the same activity but use water instead of rice and have him/her pour it into a cup. Use a large cup at first and then smaller and smaller ones.

10. Give the child a few small objects in a box. Pick up the objects from the box and drop them into a large mouthed bottle. As the child is able to do this easily, use smaller mouthed bottle.

11. Using large tongs used for spaghetti, have the child hold them and squeeze them open and closed. When he/she can do this, have him/her pick up small items such as blocks with tongs and drop them into a box. Make sure it does not fall off before it reaches the box. When he/she can do this, you can change and do activity with tweezers and smaller objects such as raisins, beads and screws.

12. Use a kitchen tong that has holes at the top which looks like scissors. Using the same fingers he/she would use for scissors, have the child open and close them. When the child can do this, have him/her pick up items with tongs and place them in a box making sure that the item does not drop before it reaches the box.

13. Take about ten hair clips and ask the child to place them around the edge of an empty coffee can. When the child can do this using the thumb and middle finger, switch over to clothespins that have springs.

14. Using play dough and a rolling pin, ask the child to hold the rolling pin with both hands and roll it back and forth. When he/she has done this several times, ask him/her to cut out shapes with a cookie cutter.

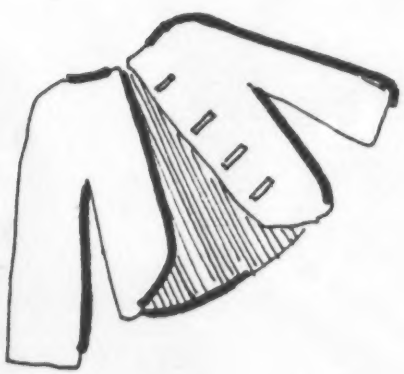
15. Make soap suds by using equal amounts of Ivory Snow and water. Have children use an egg beater to whip it up. Then place on cafeteria tray and children can swish it around and make designs in it. For a variation, you can use food coloring.

16. Have the child hold a nail in one hand and a mallet in the other. Hit the nail several times driving it into styrofoam. When the child can do this, change to a hammer and wood.

17. Child scrunches up or tears a piece of newspaper and stuffs a paper bag with it. Tie the bag securely shut with a piece of string long enough so that the bag can be hung. Hang bag and let child punch it until the bag breaks apart.

18. Make an outline of a circle or any other simple picture and have the child glue beans or rice around the object.

19. Make two lines about three inches apart. Have the child cut between the lines. When the child can do this, make the lines closer and closer together until only one line is left for him/her to cut on. When the child can do this, make a curved line next and (last) a circle for the child to cut.



20. Make an outline of a dress, very simple, but large. Have the child draw circles for the buttons and straight lines for stripes. This can be done on a chalkboard.

21. Take a hole puncher and ask the child to punch as many holes as he/she likes on a 6 x 6 inch piece (or any other size) of construction paper. Then have him/her paste it on an identical same-size piece of construction paper of a different color that does not have punched out holes.

22. On construction paper, draw lines about one-inch apart with a magic marker. Have the child cut the strips. After he/she has cut them, paste the ends together to make a ring. Thread the next strip through the first rings, and paste the two ends together. Continue for at least eight loops.

23. Use cut-up drinking straws and ask the child to lace the pieces together into a necklace with large needle and double thread. You can also put cut up geometric shapes from construction paper in between straws.

24. Take off child's lacing shoe and teach him how to lace his own shoe.

25. Take a square piece of construction paper, 8 x 8 inches, and ask the child to fold it in half. Make him/her open it and then fold up to the line both ends. Turn paper around and do the same thing.

Gross Motor

1. Take child outside if possible or in the hall. Have him/her ride a tricycle. If he/she cannot do this, place your hands on the feet which are on the pedal and help him/her move the feet on the pedals around. This will give an idea of what is expected.

2. Take a large ball, throw it to the child and have him/her kick it back. If the child cannot do this, place the ball in front of him/her and have the child kick it. Later, use a smaller ball if the child can kick it.

3. Take the child in the hall and ask him/her to jump with both feet. Then vary the activity by placing something on the floor (such as block or jump rope) and ask him/her to jump over it.

4. Draw a line on the floor or use masking tape to make a line. Ask the child to walk on the line without going off it, all the way across. Later vary it by curving the line and having the child follow it.

5. Take the child outside or in the hall and have him/her throw the ball overhand at you or just throw it. If the child is older, have him/her throw it at a target or block.

6. Throw a bounced ball at the child and have him/her catch it. Make the child throw it back the same way by bouncing it.

7. Take a child to a set of stairs and ask him/her how to do it one foot at a time, by actually placing the feet for the child.

8. Take the child up one step and ask him/her to jump down while holding your hand. If he/she can do this, ask him/her to do it without your help. Next step, have the child do the same thing - two steps up.

9. Sit down opposite the child. Both of you will be sitting facing each other with legs spread apart. Toss the ball between the child's legs and have the child do the same to you.

10. Take a chair and have child walk around it without touching it. Then have the child stand next to it, in front of it, on it. Have the child jump around it with both feet. With an older child, you may request the activity be done on one foot or while skipping.

11. Take a walking board and have the child walk half way putting one foot in front of the other. The young child may have to hold onto your finger at first. If this is accomplished, go all the way across.

12. Take the walking board and have the child walk backwards on it. Hold on to his finger at first, then do it without holding on when he/she can do this.

13. Take a bean bag and throw it on a square. Than have the child hop to the spot where the bean bag is. This child then throws the bean bag.

14. Ask the child to stand behind a line you have drawn with chalk. Ask him/her to jump as far as he/she can with both feet. Mark the landing with chalk. Tell the child to try again to see if he/she can jump further. You may want to take more than one child and see who can jump the furthest.

15. Ask the child to jump every time you clap your hands. Then, when the child jumps forward ask him/her to think of another way to jump (backwards, sideways, crouched, holding hands with a partner)? Do the same thing hopping, walking, and on tiptoes.

16. Give the child a medium-size ball and ask him/her to throw it to you. Then make the child throw it back to you.

17. Ask the child to skip on alternate feet. First make him/her put one foot down and hop, then the other and hop. You may have to hold hands at first and actually move the child's feet. Also show child what you want done by skipping yourself.

18. Take two shoe boxes and ask the child to put one foot in each box and walk to you. Then, you can change your directions by asking the child to do this while placing hands on his/her head. Or change the directions, and ask the child to turn around when you clap your hands.

19. Set up six blocks the tall way up. Cardboard blocks are best to use. Make a line about 48 inches away and have the children roll the ball one at a time to try and knock the blocks down.

20. Make a circle with chalk. Have the child stand outside the circle and put an X (masking tape) in the middle of the circle. Ask the child to throw pennies on the X. This game can be played with more than one child and then see who comes the closest.

21. Blow up a balloon. Ask the child to keep the balloon in the air by gently hitting it at all times. This game can be played with more than one child.

22. Taking a jump rope, raise it just above the ground and have the child jump over it. As the child can do this, raise the jump rope higher but only little bits at a time.

23. Ask the child to move like different animals, such as: crawl like a snake, jump like a rabbit, swim like a fish, fly like a bird, hop like a kangaroo, etc.

24. Make an obstacle course by placing different objects around an area in such a way that the child goes from one to the next by going around, over and under different objects. Have the child do all the activity. Use boxes, boards, cardboard, chairs, etc.

25. Help the child make a somersault forward on a mat. Tell him/her to put the head between the legs and then help him/her to go over. Repeat several times.

Games and Group Activities to Reinforce Concepts Learned

BODY PARIS

1. Guessing game for body parts - - Ask children to touch what they see with, smell with, hear with, touch with, eat with, walk with. Have children answer in complete sentences or on child's best level.

2. Make a picture of a child's large face and leave out the eyes and nose. Make enough mouths from red construction paper to give one to each child. Hang up a large picture of the face and have children, one at a time, tape the mouth in the proper place. When this is done, you can blindfold one child at a time and try it again.

3. Give each child a piece of construction paper. If they can draw, have them make a big circle for the face, otherwise you make it. Then have them cut out circles for eyes, a triangle for the nose, and a rectangle for the mouth. Have them paste them in the proper position.

4. From a magazine, have children cut out as many different mouths as they can find and paste them on construction paper. This can later be made into a booklet as you repeat the activity with different body parts.

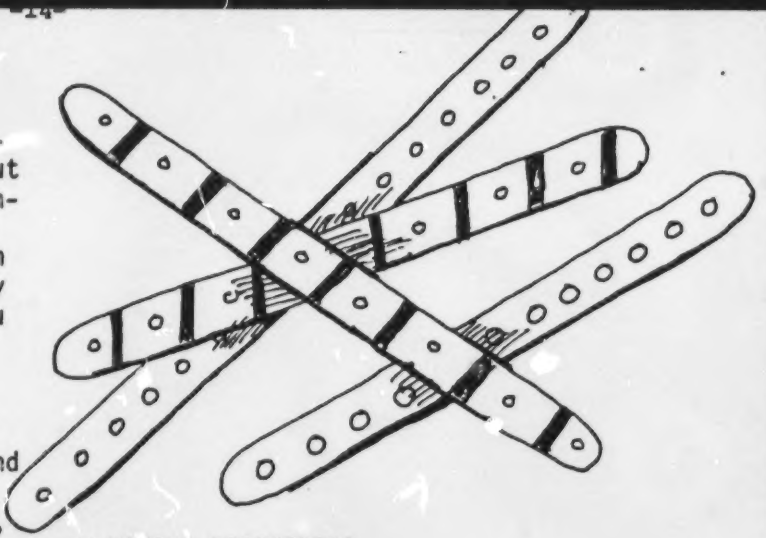
FAMILY

5. Help children make a family book. Start by having each child draw the family and then dictate the names of each person in the family to you while you write under the picture. Then they can draw their pets and you put name under it. They can cut out from a magazine their favorite food, toy, book, etc. and paste them into the family book.

6. Cut out different family groups from a magazine. For example: the family at the beach, dinner, a party, etc. Ask children what the people in the picture are doing; ask them to point to the mother, the father, the big brother, the little sister, etc.

7. "Mother May I". One child plays "mother." Other children stand on line about ten feet away from "mother". The "mother" gives each child individually some instructions. For example: jump, turn around, skip, etc. Child must say "may I," and the mother must answer "yes you may."

8. Make a baby collage with pictures cut out from a magazine. In the center of the collage have a picture of a baby and all around have items that a baby uses such as baby food, toys, crib, diapers, etc.



FOLLOWING DIRECTIONS

9. Give each child a balloon. Discuss the weight, size, color, which is largest, smallest. Then ask the children to move their balloons to the right, to the left, between their legs, up, down, over their shoulder, etc. One can alter this game by playing "Simon Says" with balloons.

10. Make different designs on paste sticks or popsicle sticks, always making sure that each design is identical on two sticks. You may change color as well as actual design. Put all the sticks in front of children and ask them to see who can find the most pairs of identical sticks. Start with 4 sticks - - 2 sets of designs.

11. Give each child four different-sized squares of manilla paper. Ask how the pieces are alike. Each child must arrange his/her square in a row on the table in order of size, beginning on the left with the smallest. Then the child should reverse it. Mix shapes up and ask them to paint or color the largest red (and so on) until all squares have been colored. If they like, they can paste them in a row on to construction paper according to size. This same activity can be done with other shapes.

12. (This is a week's project). Children could make their own shape book. If you are working with circles, have the child draw a large circle and color it in for the front of the book. Then have the children cut out (or prepare ahead of time) circles from construction paper in various sizes and colors. Tell

them to make a picture with all circles by pasting them on the page of the book. Using the ends of the empty spools of thread, have children dip them into a pie plate containing paint and print circles with it for another page of the book. Let them go through magazines to find pictures of circles such as apples, clocks, faces, etc., and cut them out and put them in the book. They could make the same kind of book for each shape. You could cut out shapes of a triangle and square from sponges and have them dip those in paint for the appropriate book.

TACTILE DISCRIMINATION

13. Arrange various objects on a table (block, paper cup, leaf, paper clip). Blindfold one child at a time and name an object you want him/her to find. The child must feel objects and identify the correct one.

14. Make a feely box by taping a shoe box closed and having a hole in the side. Place several articles in the box. The children put their hands in the box and only by feeling tell what the object inside is. Then let the child pull the object out to see if he/she was right.

MEMORY

15. Show three or more familiar objects. Ask children to close their eyes. Hide one of the objects behind your back. Then ask the children to open their eyes and guess what object is missing.

SENSORY

16. Place several seasonings or spices that have distinctive odors familiar to the children in small unbreakable containers. For example: vanilla, chocolate powder, coffee, talcum, vinegar, maple syrup. Film containers with a punched lid are excellent. Make double sets of smell cans. Children can then match cans with the same contents by their odor. Tape over lid to preserve odors when not using the cans.

CLASSIFICATION

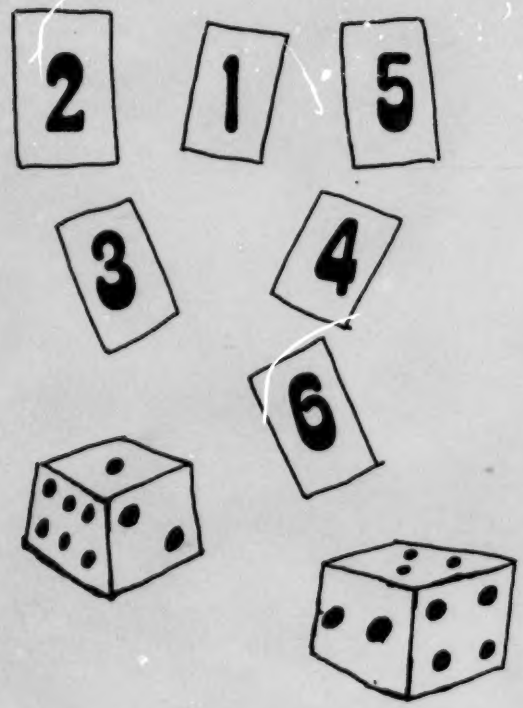
17. Describe a community helper (policeman, fireman) or animal to children. Give as many clues as needed, and have the children try to guess who you are describing.

MEMORY

18. Select a child who is to be "it." Ask the child to hide his/her eyes. Select another child in the group to hide in a designated place. When the child is safely hidden, ask the child who is "it" to look and guess "who is missing."

GROUPING AND SORTING

19. Ask children to sort and group real objects, pictures, or doll house furniture into trays, boxes, or circles of yarn. Sort items by content (for example, various doll furniture according to room) or by use (such as a saddle with a horse, a cup with a saucer) or color (red beads, blue beads). Begin with simple obvious groupings such as color or animals.



NUMBERS

20. Hold a number from 1 to 5 and ask children to pick up objects according to the number held up.

21. Give children a randomly organized set of numbers from 1 to 6. Ask them to put them in right order. Then give them a die and have them take turns throwing it. Whatever number the die lands on is the number of chips the child puts on the proper card. First child to fill all cards from 1 to 6 is the winner. Play until all children fill one card.

MYSELF

22. Have children lie on the floor one at a time and trace around them with a crayon on wrapping paper. Children can paint figures to correspond to what they are wearing or cut out clothes from a wallpaper book. The figures can be cut out and displayed around the room.

FINE MOTOR

23. A class mural can be made by having each child make his/her own painting on different parts of wrapping paper. You can also make the hand prints of all youngsters in the class by placing hands in poster paint and printing on the paper.

LEFT TO RIGHT PROGRESSION

24. Take a blank piece of paper and ask the child to write a scribble story. It will look something like this. Make sure the child always goes from the left side of the paper over to the right and back to the left side again. When the child is finished, ask him/her to read the story back to you as you write it out for him/her. Paste both yours and the child's story on a piece of construction paper.

COMMUNICATION

25. Find some interesting pictures from a magazine and hand them to the child one at a time. Ask each child in turn to tell you something about the picture. You may want to write it down on a chart paper to read back to them.

NUMBERS

26. On file cards put one number on each card from 1 to 5 and hand a set to each child. Do not give it to them in order but ask them to put the cards in the right order. Then ask each child to close their eyes while you take one of the cards away. Ask him/her to tell you which card is missing.

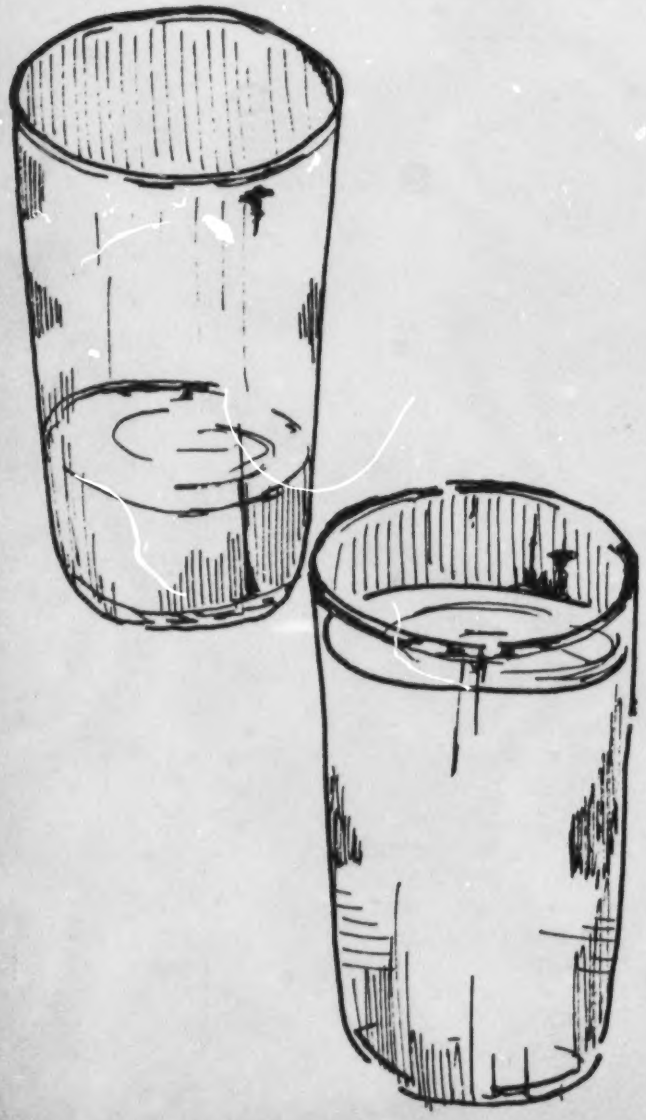
27. Take dice and ask children to throw the dice one at a time. Place their number cards 1-5 in front of them. Depending on what number the dice lands on, the child puts the corresponding numbers of chips on the number card. If it lands on 6, the child loses a turn.

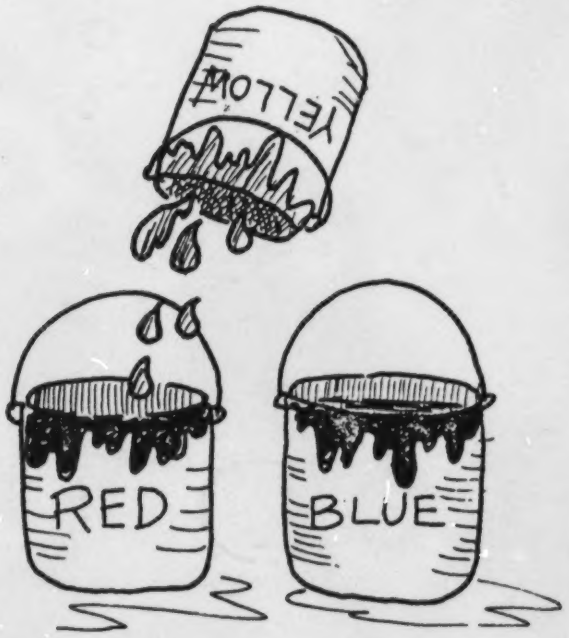
28. Make a Bingo sheet for each player. Divide a large piece of paper into four sections. Each section should be as big as a number card. Write numbers 1-6 in each section. The numbers should not be in order; and each Bingo sheet should be

different. Put the number cards in a box. The players take turns drawing a card. If a player draws a number card that matches one of his/her Bingo cards, that he/she still needs, the child covers the Bingo card in that place. If not, the child puts the card back in a box and waits another turn. Be sure that the child tells you the name of the number he/she has drawn. First one to cover all numbers wins.

COUNTING

29. Remove the top from an empty egg carton. Number each section 1-6 and then 1-6 again. Ask children to put appropriate number of objects (stones, chips, raisins, macaroni) in each section to correspond to number.





PATTERNS

30. While child is watching, lay out colored toothpicks according to a pattern. (Start with only two toothpicks, and as the child improves add more). The design you make should be regular color patterns repeated over and over. Ask him/her to repeat the pattern. For a variation, you can make simple shapes or pictures with toothpicks and ask him/her to copy it.

CAUSE AND EFFECT

31. Ask each child a question involving what if. Here are some sample questions. What will happen to the milk if we add chocolate syrup? What will happen to ice cream if we put it in a hot oven? What will happen to a balloon if we poke it with a pin? A dish of water left out for a week? Red paint if we mix it with yellow? Water if we add bubble bath? Animals could talk like people?

SIZING

32. Use at least six glasses of water and fill each one with different amounts of water. Ask the child to put them in the right order from most to least full. For variation, when this has been done using a stick ask the children to tap each glass and see what different sounds each one makes.

COLOR GAMES

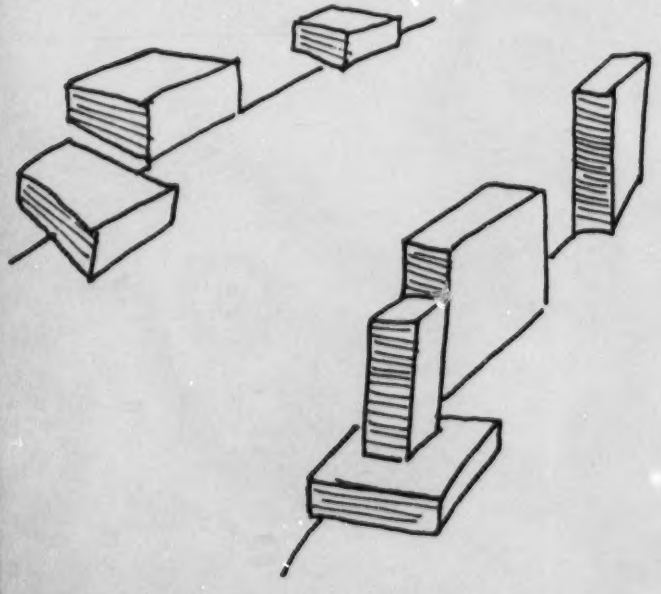
33. Take an old deck of playing cards or cut out cards from oaktag or use index cards and cover them with different color construction paper so you have a colored set of playing cards. Mix the cards and have children take turns, turning one over at a time and naming the color. For variation, make a design with the cards and have child copy it.

MEMORY

34. Take a set of color cards. Each child takes one card at a time from the deck, looks at it, names it, puts the color side down on the table. Remembering what color it was, he/she tries to find something else in the room that is the same color.

GROSS MOTOR

35. Set up two rows of blocks and leave a path between them. Now have children squat down and put the palms of both hands on the floor. Each child will pick a partner who will pick up both feet of the child squatting down and hold them. He/she will walk forward on both hands. First use the right hand and then the left to knock over the blocks on each side. Turn around at the end of the path and come back. This time set up the blocks that were knocked down. (At first, only do this one way).



VISUAL MEMORY

36. Look at the picture the teacher holds up (a red - - or other color line - - circles of various colors, triangles of various color). Then the teacher puts the picture face down and the child will draw what he/she saw on a piece of paper.

MATH CONCEPTUALIZING

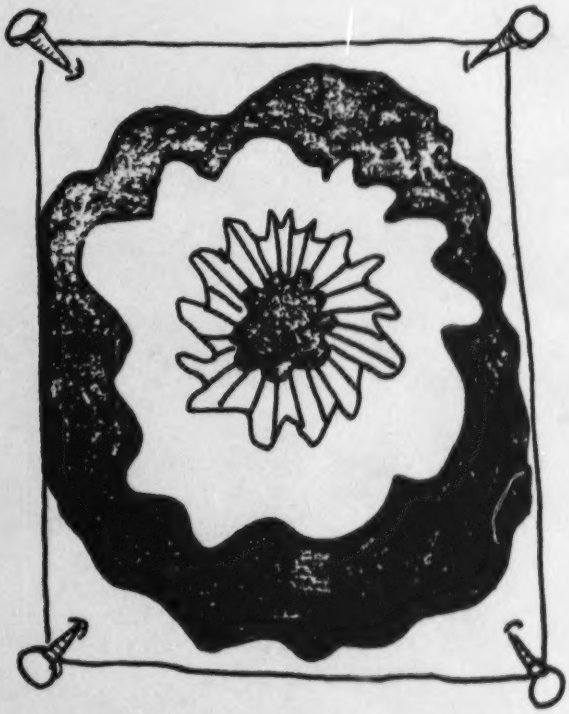
37. Place some chips or counters on the table. Have a child count them. Cover some up and have the child tell how many are left. Have the child close eyes while touching and counting items. List with eyes closed and tell how many blocks were placed on the table.

FINE MOTOR

38. Give each child a paper plate and put a loop of masking tape (sticky side out) in the center back so it won't slip. Make instant chocolate pudding according to package directions. Spoon about three tablespoons of pudding on each child's plate and have the children make designs using their hands as though pudding were finger paint. They can draw different things and wipe the picture off. Let the pictures dry, they will last.

COLOR CONCEPT

39. Mix a tablespoon of food coloring with one half cup of water and put in small shallow containers. Give each child a paper towel. Have him/her hold the towel in the center to make a point with the rest of the towel straight back. Dip center point briefly into dye. Then touch a side here and there in other colors and touch the edges in color. Finally, keeping the towel in a pointed shape, squeeze it tightly to blend the colors. Open towel and check design. Let dry.



EYE-HAND COORDINATION

40. Stand an empty wastepaper basket or pail on the floor. Tell children to line up about four feet from basket. Then tell them to try and throw the ball into the basket. When finished go to the end of the line. When children can do well, move them further away from the basket.

NUMBERS

41. Give each child a carton containing one to five objects. Vary the amount in each box. Tell children this is a secret game and no one else can see what is in their box. Then ask one child at a time to look in the box and tell you how many objects are in it. Gather the cartons and exchange them. For variation, let each child make up his/her own secret box with 1-6 items and play as above.

PREPOSITION

42. Take a shoe box and a small toy (wooden or plastic animal, soldier, small doll) for each child. Tell the children to listen carefully as you tell them what to do one at a time. For example, put the dog on top of box, in, on, inside, near to, next to, beside, far from, walk around, in the middle of, on the edge, in the corner, under, behind, in front of.

SINKING AND FLOATING

43. Use a water basin and have on a tray many articles such as various containers, nails, etc., some that float and others that do not. Have child choose one item and guess if it will float or sink. After the child has made a guess, tell him/her to test it out to see if he/she were right or wrong.

COLORS

44. Using a 6 part muffin pan or any other small container, fill each compartment with a different bright color and a brush or eye droppers. Have children take two different colors and put a few drops of each on their paper. Then they can mix them up with a paint brush and see what colors they get.

45. Use a different sheet of construction sheet for each player. From each piece of construction paper, have children cut a 2" strip and divide it into four small squares and place into a paper bag. Each player chooses one of the colored squares and stands on it. One player is the "caller", he/she pulls a square from the bag and names it (for example, "red"). The player standing on red gets to keep the small colored square. The first player to get all 4 of the matching squares wins and becomes the "caller".

MEMORY

46. Place 3 paper cups upside down on a table. Put a penny under one cup while the child hides his/her eyes. Ask the child to name the cup it is under using the words: first, middle, last. You may have to show first, middle, and last before starting the game.

SPATIAL RELATION

47. Make a simple construction from 1 inch cubes such as a three block tower, a bridge, a chair, and have him/her copy it exactly. Gradually increase the complexity of the model the child is to copy adding more blocks and more parts.

ONE-TO-ONE CORRESPONDENCE

48. Take two children and you sit between them so they cannot see each other. Give each child an identical set of beads and string. One child is to put a bead on his/her string and say, "I'm putting a small round yellow bead on the string". The other child must follow suit and the game continues for a specific number of beads after which time the children compare strings.

CONSERVATION OF LENGTH

49. Place the longest block on the floor and tell the children to pretend that it is a tower. Tell one child to build a tower just as long with smaller blocks. Ask the children how they know when to stop. Ask them to count blocks used. This activity can also be done very well with cuisenaire rods.